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ABSTRACT

This third in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators aid in (1) promoting student interest in the cooperative program, (2) helping students gather information about themselves in order to determine whether the cooperative program fits their needs, and (3) gathering the data needed to determine if a student meets program entry criteria. The terminal objective for the module is to enroll students in a co-op program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, checklists of student screening and selection criteria, several student record forms and interview schedules, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED153058

MODULE

J-3

Enroll Students in Your Co-op Program

MODULE J-3 IN CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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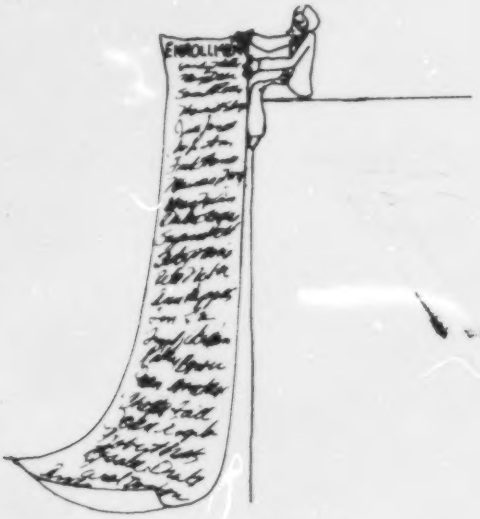
INTRODUCTION

Cooperative vocational education programs offer students unique opportunities not available through "traditional" in-school courses. The teacher-coordinator has responsibility to help ensure that the students who can benefit most from the cooperative program actually get enrolled in the program.



Before taking this module, you established competency in developing criteria for evaluating prospective students. You may also have data on stated and/or tested interests of potential students. This information can further assist the teacher-coordinator in meeting his/her responsibility for having students in the program who can benefit most from the training and instruction provided within that program.

This module is designed to aid you in (1) promoting further student interest in the cooperative program, (2) helping students gather information about the program and about themselves in order to determine whether the cooperative program fits their needs, and (3) gathering the data you need to determine if a student meets your program entry criteria.

NOTE: Since identifying and enrolling prospective students often involves such activities as promoting the cooperative program, determining the needs and interests of students, and conducting individual and group conferences, you may wish to complete some of the following modules prior to, or concurrent with, taking this module:

- Modules G-2–G-7 in Category G: School-Community Relations
- *Determine Needs and Interests of Students*, Module B–1
- *Gather Student Data Using Formal Data-Collection Techniques*, Module F–1
- *Gather Student Data Through Personal Contacts*, Module F–2
- *Use Conferences to Help Meet Student Needs*, Module F–3

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading and viewing the slide/tape, demonstrate knowledge of the techniques used in identifying and enrolling prospective students (*Learning Experience I*).
2. Given screening criteria and recruitment data for a hypothetical prospective student, , decide tentatively whether to enroll that student in the cooperative program (*Learning Experience II*).
3. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program (*Learning Experience III*).
4. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The slide/tape presentation, Uthe, Elaine F., "Forms for Recruitment and Selection," part I–D of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Slide projector, tape recorder, and screen for viewing and listening to the slide/tape presentation.

Optional

Materials to use in preparing a brochure for explaining and promoting the cooperative program.

Resource materials on occupational opportunities in your area with which you can start a resource file.

The videotape, Richardson, Donald and Charles Beail, "Student Screening," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment for viewing the videotape on student screening.

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Sample forms for recruitment being used in existing cooperative programs which you can review or use as a basis for developing your own forms.

Learning Experience II

Required

The cassette tape, Uthe, Elaine F., "Mary Lou at Recruitment Time," part I–H of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Mary Lou at recruitment time.

Learning Experience III

Required

The cassette tape, Uthe, Elaine F., "Betty at Recruitment Time," part I–I of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Betty at recruitment time.

Learning Experience IV

Required

The cassette tape, Uthe, Elaine F., "Wayne at Recruitment Time," part I–J of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Wayne at recruitment time.

4

Learning Experience V

Required

An actual school situation in which, as part of your duties as a cooperative teacher, you can enroll students in your co-op program.

A resource person to assess your competency in enrolling students in your co-op program.

This module covers performance element numbers 332–336 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

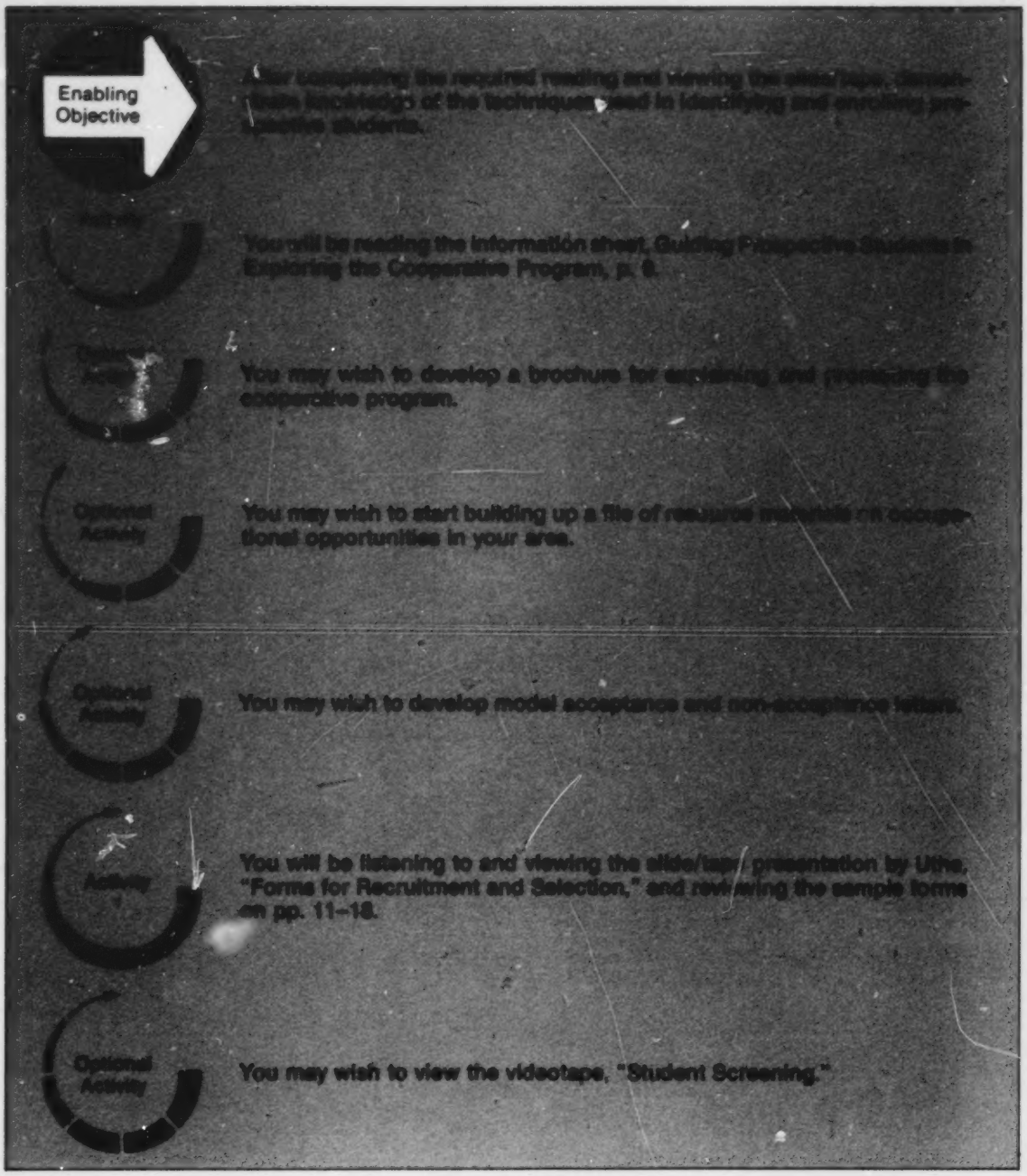
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

NOTES

Learning Experience I

OVERVIEW


Enabling Objective
Activity
You will be reading the information sheet, Guiding Prospective Students in Exploring the Cooperative Program, p. 6.
Optional Activity
You may wish to develop a brochure for explaining and promoting the cooperative program.
Optional Activity
You may wish to start building up a file of resource materials on occupational opportunities in your area.
Optional Activity
You may wish to develop model acceptance and non-acceptance letters.
Activity
You will be listening to and viewing the slide/tape presentation by Uthe, "Forms for Recruitment and Selection," and reviewing the sample forms on pp. 11–18.
Optional Activity
You may wish to view the videotape, "Student Screening."

You will be reading the information sheet, Other Recruitment Forms and Data-Gathering Sources, pp. 19–20.

You may wish to read related material in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to locate and review additional samples of forms used by existing cooperative programs or to develop your own forms.

You will be demonstrating knowledge of the techniques used in identifying and enrolling prospective students by completing the Self-Check, pp. 20–22.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 23.

Activity

The student enrollment process is a two-way effort. For information on one-half of this effort—how to make students aware of the cooperative program and to help them determine if it meets their needs—read the following information sheet:

GUIDING PROSPECTIVE STUDENTS IN EXPLORING THE COOPERATIVE PROGRAM

Students and their parents can be provided with descriptive information relative to the cooperative program via open houses, brochures, posters, displays, live presentations, media presentations, etc.[1] Once students have been initially introduced to the cooperative program, you need to help them gather data about their occupational needs and interests. For students who have never taken any of the standardized tests for measuring scholastic aptitudes, occupational aptitudes, or interests, the administration of tests of this sort would be a good place to start. The guidance staff in your school can suggest appropriate tests.

Responsibility for obtaining copies of the selected tests, setting up the date and time for testing, and administering the tests according to the prescribed directions varies according to school policies. In some schools, this responsibility rests solely with the guidance staff. In other schools, teachers may administer tests, but must have consulted the guidance staff first. In still other schools, the teacher may have the sole responsibility for these testing tasks. Therefore, it is important to check testing policies before you initiate any action in this area.

The resulting interpretation from aptitude or interest tests will allow students to see, objectively, what their occupational interests and abilities seem to be. At this point, the students need to have access to resource materials containing information on occupational opportunities. The students can scan this occupational information using their test results to measure each occupation's suitability for them.

As a teacher-coordinator, you should maintain a file of current resource materials. A guidance counselor may have some resources available, but they are generally fairly broad in scope. Your file can be specific to your occupational specialty. You will need to gather materials, devise a system for filing these materials so that they are easily accessible to students, and orient students to the use of both the materials and the system.

In addition to the materials you have available, you need to provide students with a list of additional resources which they could secure should they need or want further information. This list and the file materials would, of course, have to be continuously updated or revised based on the changing occupational opportunities in the world of work.

1. To gain skill in a variety of techniques to promote your vocational program, you may wish to refer to Modules G-2–G-7 in Category G School-Community Relations.

Optional Activity

You may wish to attempt to rough-out a brochure that you could use to explain a cooperative program in your service area to prospective students. Module G–3, *Develop Brochures to Promote Your Vocational Program*, could be of assistance to you should you decide to work on this activity.

You may wish to start work on developing a file of resource materials on occupational opportunities in your area. You could locate sources to include, and/or prepare a bibliography of resources to be included, and/or develop a system for filing resources so they are readily available to users.

You may wish to draft a model letter of acceptance and a model letter of non-acceptance. You could attach to the non-acceptance letter a list of all the possible reasons for non-acceptance that you can think of.

The other half of the two-way student enrollment process is related to the teacher's need to gather data concerning the needs, interests, and abilities of the prospective student. For information regarding the data-gathering techniques you will use as a teacher-coordinator, listen to and view the slide/tape presentation by Uthe, "Forms for Recruitment and Selection." Samples 1–6 which follow are samples of the forms discussed in this slide/tape. It is recommended that you review these forms briefly before viewing the slide/tape presentation.

You may wish to view the videotape, "Student Screening," from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator conducting two separate screening interviews with prospective students. It is helpful in illustrating the interview items to be followed, and the techniques for conducting effective screening interviews.

SAMPLE 1

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name _____ Date _____ Grade ____

Address _____ Telephone _____

Age ____ Height ____ Weight ____ Birthday __/__/__ Social Security No. ____/__/__

Health _____ Physical Handicap? _____

Hobbies _____

Activities—Athletics _____

School _____

Church _____

Community _____

FAMILY BACKGROUND

Father:
Name _____ Street _____

Occupation _____ City _____ ZIP ____

Mother:
Name _____ Street _____

Occupation _____ City _____ ZIP ____

Do you live with your parents ____, Father ____, Mother ____, Guardian ____, Other ____

Number of brothers ____ Ages ____ Number of sisters ____ Ages ____

UTHE/72

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates

Are you available for summer employment? _____

Could you drive to work? _____ Other transportation? _____

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1			
2			
3			
4			
5			
6			
7			

What courses do you plan to take next year? _____

List three teachers you would ask to recommend you for this program.

UTHE/72

CAREER INTEREST

How did you learn of Coop training? _____

Why do you want to take Coop training? _____

What kind of a job would you like to train for in this program? _____

I would prefer to work with (check one): _____ my hands ____ machines ____ people.

Given the opportunity to work for any company in this area, which company would you choose? _____

What do you plan to do after graduation? _____

What are your future education plans? _____

What would you like to be doing five years from now? _____

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed _____
STUDENT

UTHE/72

SAMPLE 2

ACTION CHECKLIST

19___–19___ Coordinator _____

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

NAME OF STUDENT	APPLI-CATION RECEIVED	SCHOOL RECORD (CHECK)	RECRUIT INTERVIEW (DATE)	TEACHER RECOMMENDED (SUBJECTS) 1	2	3	ACCEPT/ REJECT LETTER (DATE)	SUGGEST JOB TITLE	STUDENT PROFILE (CHECK)	JOB INTERVIEW (DATES) 1	2	3	JOB PLACEMENT DATE	FIRM	TRAIN-ING AGREE-MENT SIGNED	TRAIN-ING PLAN	SUPVR. FILE FOLDER
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	

UTHE/72

SAMPLE 3

CUMULATIVE SCHOOL RECORD

Student _____ Date _____

SUBJECTS	GRADES 9	10	11	12
English				
General Math/Algebra				
General Science/Biology				
World History/U.S. History				
Basic Business				
Typing				
Shorthand				
Bookkeeping				
P.E.				
Tardiness				
Absences				

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

___ VERBAL REASONING
___ NUMERICAL ABILITY
___ ABSTRACT REASONING
___ SPACE RELATIONS
___ MECHANICAL REASONING
___ CLERICAL SPEED & ACCURACY
___ LANGUAGE USE-SPELLING
___ LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: _____

HEALTH RECORD _____

GENERAL COMMENTS:

_____
Coordinator's Signature

UTHE/72

SAMPLE 4

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____ Date _____

APPEARANCE:

POISE:

ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

which is: ☐ realistic
☐ may not be appropriate
☐ inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

Coordinator's Signature

UTHE 72

SAMPLE 5

TEACHER RECOMMENDATION

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

(CONFIDENTIAL)

Student _____ Subject(s) _____

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	[illegible]	FAIR	[illegible]	GOOD	[illegible]
RELIABILITY					
LEADERSHIP					
[illegible]					
POISE					
GROOMING					
KNOWLEDGE OF SUBJECT MATTER					
GETTING ALONG WITH OTHERS					

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

What do you feel are the student's weak points?

Other Comments—

Date _____ Signature _____

UTHE/72

SAMPLE 6

ACCEPTANCE/NON-ACCEPTANCE LETTER

ALTON HIGH SCHOOL
[illegible] Norwood Street
Altonville, MI 488xx

Cooperative Office Occupations
345-5678

DATE: April 15, 1971
TO: Mary Little, Homeroom 107
FROM: R. Chandler
SUBJECT: The Cooperative Office Occupations Program for 1971-72

Thank you for your interest in the cooperative office occupations program. After careful consideration of the applications received, I regret to inform you that yours was not approved.

Every year we have a large number of applications; and unfortunately because of limited staff and facilities, we cannot accept every applicant.

I appreciate the time and effort that went into the completion of your application and hope that you will enroll in the office occupations laboratory course next year.

If you have questions concerning the decision, come in to see me in Room 203 any morning before school. I would be happy to discuss them with you.

R. Chandler
Coordinator

NOTE: ***The reason for rejecting the student should be specified. The one given in the second paragraph is very vague.***

UTHE/71

Activity

For information on the availability and location of other recruitment forms and other sources of data on students, read the following information sheet:

OTHER RECRUITMENT FORMS AND DATA-GATHERING SOURCES

Alternative Forms for Recruitment and Selection

The forms suggested in the Uthe slide/tape are perfectly acceptable, but are, as you probably noticed, geared to office occupations (see Samples 1–6). The forms that you will use for your program will depend on (1) the forms which are suggested or required by your district or state, and (2) the requirements of your particular service area as indicated by your student entry criteria. Rather than develop forms, enough forms already exist that you can adapt these to suit your own needs.

Other Data-Gathering Sources

Three other sources need to be tapped in this data-gathering process.

Former Employers.—You may have noticed that Sample 1 (the application form) contained a section in which the student could list previous work experience. By contacting the former employers a student has listed, you may be able to acquire some vital information as to how the student actually performs in a job situation. Some students who do little to recommend themselves to their teachers perform quite differently on the job. On the other hand, a former employer's evaluation may duplicate the teacher's evaluation. In attempting to identify students for your program, this employer information can be invaluable.

Parents.—Parents should be interviewed to obtain additional student data. A student's parents should be able to give you information regarding the student's aptitudes and interests. During such an interview, you can also determine the parent's aspirations for the student, and whether these aspirations are the same as, or different from, the student's aspirations. If a parent indicates that he wants his son or daughter to be a teacher, whereas the student has indicated a desire to be a secretary, a problem may exist. The interview allows you to unearth these problems, and to deal with any questions a parent may have about the program.

Guidance Staff.—We mentioned previously that guidance staff can be of help in selecting and/or administering standardized tests, and in determining general entry criteria. They can also be of assistance in analyzing and interpreting student data. Persons with degrees in guidance and counseling have been specially trained in analyzing and interpreting data. They can explain what a test score indicates, both in relation to national scores, and in terms of the individual student. They can help you sort through the quantity of data you gather for each individual, and select out the most relevant information. They can assist you in dealing with conflicting data.

In addition, due to the nature of their counseling responsibilities, they may get to know many students on a one-to-one basis. This knowledge can help them to help you make your final identification of students for your cooperative program.

There may be an occasion when parents and counselors indicate a low regard for a cooperative vocational program. In some cases, they may feel that the vocational program will not benefit the student and may suggest an academic program preparing the student for future education. The

teacher-coordinator certainly must consider these opinions. However, the counselor and parents should be reminded of the employment skills which can be used at any time that will be acquired through the cooperative program. The program can also serve as a basis for future career opportunities as well as for future educational goals.

One more thing—copies of all data you have gathered, via written forms, via testing, via interviews, etc., and all decisions made as a result of interpretations of these data by you and the counselor, should be filed in the student's cumulative record file.

For further information on recruitment techniques and for examples of other recruitment forms, you may wish to read sections dealing with these topics in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to locate and collect samples of similar recruitment forms used in existing cooperative programs. These forms could be compared with those provided in this learning experience. Or, you may wish to design your own form(s).

The following items check your comprehension of the material in the Uthe slide/tape, "Forms for Recruitment and Selection," and in the information sheets: Guiding Prospective Students in Exploring the Cooperative Program," p. 9; and Other Recruitment Forms and Data-Gathering Sources, pp. 19--20. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain the necessity of the "two-way" effort in enrolling students in the cooperative vocational education program.

2. What purpose is being served by the gathering and interpreting of data about students' occupational needs and interests?

3. How can the guidance staff be of assistance to the students and teacher-coordinator?

4. What general types of information should the teacher-coordinator have on file for use by students and, to be effective, how should this information be used?

5. In this learning experience, you were exposed to a variety of forms. Is it necessary to use all forms for all students? Why or why not?

6. What is the value of using former employers, parents, and guidance staff as data-gathering sources?

7. Why is it necessary to file the collected data in the student's cumulative record?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

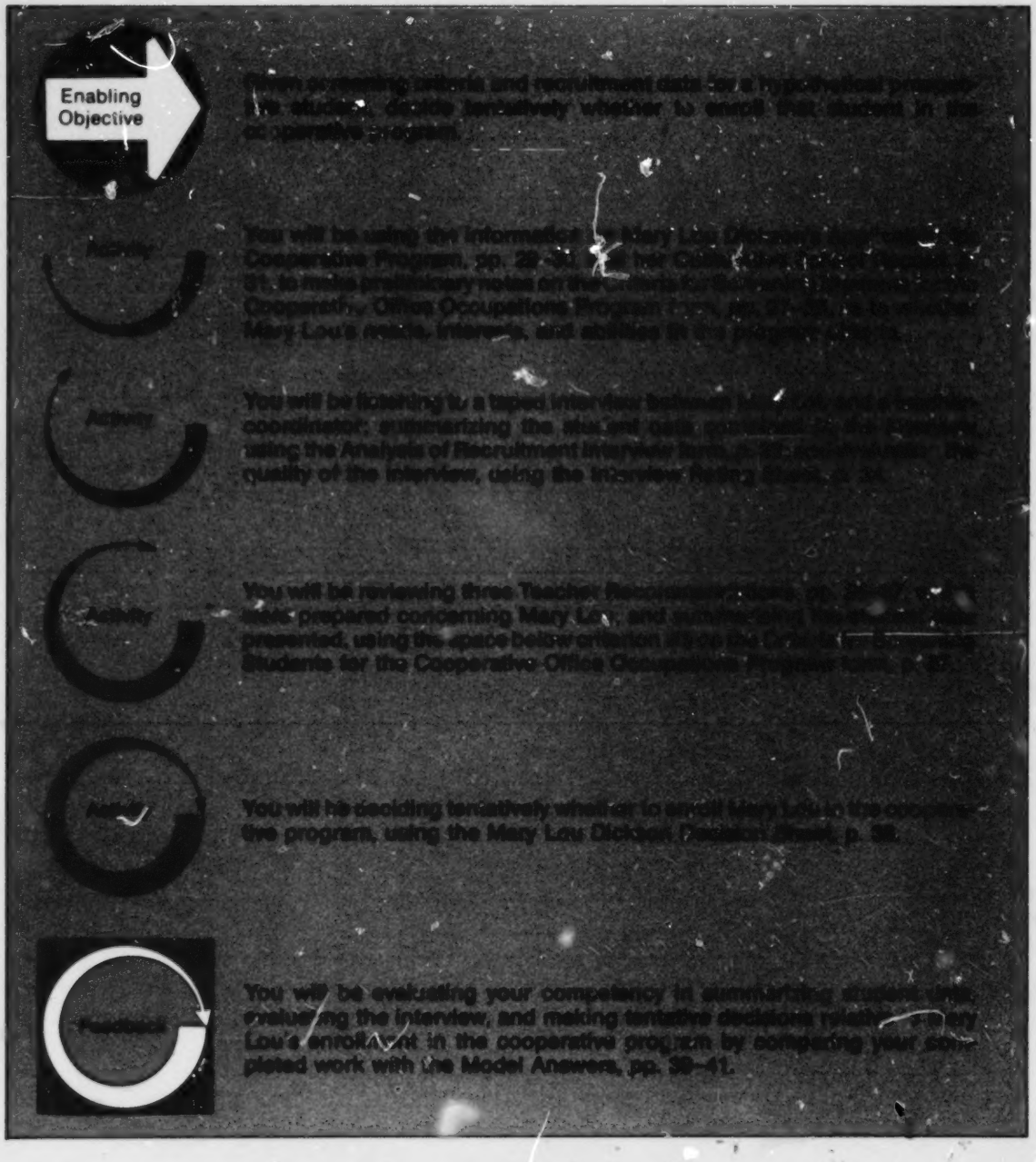
1. It is necessary to have a "two-way" effort so that the students will have an opportunity to state their own interest in the program and determine for themselves if the program will meet their needs. It is also important for the teacher-coordinator to determine if interested students meet the program entry criteria.
2. The teacher-coordinator needs information on students' occupational needs and interests so that he/she can judge the appropriateness of each student's enrolling in a particular program in terms of program objectives and the student's career objectives.
3. The guidance staff can be of assistance in interpreting test scores and other data in order for the student to understand objectively what his/her occupational interests and abilities seem to be.
4. The files should contain occupational titles and descriptions, as well as information about career and occupational opportunities within the appropriate service area. At least three effective ways of utilizing the material on file are possible: (1) based on the teacher-coordinator's knowledge of the student's interests and needs, the teacher-coordinator can give specific materials to the student for review and analysis; (2) in order to aid the student in becoming familiar with general information within occupational clusters, the teacher-coordinator may give the student general access to the files; and (3) the teacher-coordinator and student can review relevant materials from the files together in a conference type situation.
5. Since the teacher-coordinator must help prospective students make decisions as to whether they can benefit from the cooperative vocational education program and which career or occupation would be most appropriate for their needs and interests, it is essential that the teacher-coordinator have sufficient information to deal with those decisions. Therefore, the different kinds of information that **each** form gives will be of great assistance to the teacher-coordinator in meeting the needs of students.
6. Each of these sources has worked with and knows students in different ways. Because of their unique and specific contacts with students, each may be able to give additional information to the teacher-coordinator so that he/she can be better identify those students who can benefit most from the cooperative vocational education program.
7. Information collected on students should be filed in the cumulative record so that the teacher-coordinator has all information readily at hand when a decision or interpretation of data must be made. Furthermore, by placing this information in a central location (i.e., cumulative school records), the information can be used by others who may be working with these students.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the Uthe slide/tape and in the two information sheets, pp. 9 and 19–20, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



NOTES

Assume you are the teacher-coordinator of a cooperative office occupations program. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Mary Lou Dickson, a prospective student for the cooperative office occupations program, review the two completed forms: (1) Mary Lou's Application for Cooperative Program, pp. 29–30, and (2) Mary Lou's Cumulative School Record, p. 31. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which indicates that Mary Lou either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE COOPERATIVE OFFICE OCCUPATIONS PROGRAM

1. senior

2. at least 16 years of age

3. a career interest and/or objective in the office occupations area

4. at least one semester of typewriting (preferably a full year) with a minimum level of skill (grade of C and/or 35 wpm speed)

5. good recommendations from three teachers about maturity and/or skills

6. good attendance record

7. ability to benefit from the program (intelligence level)

8. good attitude toward school, learning, and work

9. acceptable appearance and grooming

10. at least a C in first-year shorthand if interested in a secretarial career

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Mary Lou Dickson Date 3/17/71 Grade 11

Address 8796 West Tenth Street Telephone 888-9786

Age 16 Height 5'4" Weight 185 Birthday 6/3/54 Social Security No. 497/84/7467

Health Good Physical Handicap? None

Hobbies None

Activities—Athletics --

School --

Church --

Community --

FAMILY BACKGROUND

Father:
Name Albert Dickson Street Same

Occupation Baker City ZIP

Mother:
Name Roberta Dickson Street Same

Occupation Baker City ZIP

Do you live with your parents yes, Father ____, Mother ____, Guardian ____, Other ____

Number of brothers 0 Ages ____ Number of Sisters 0 Ages ____

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Sales & Stockgirl	Dickson Bakery	1968-71

Are you available for summer employment? No

Could you drive to work? yes Other transportation? ____

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	English	Prescott	305
2	U. S. History	Lemke	303
3	Bookkeeping	Johnson	204
4	Lunch		
5	Shorthand	Smith	104
6	Typing	Thompson	105
7	P. E.	Harrison	Gym

What courses do you plan to take next year? Shorthand, Govt., English, Office Machines

List three teachers you would ask to recommend you for this program.

Miss Prescott

Mr. Johnson

Miss Smith

CAREER INTEREST

How did you learn of Coop training? Posters & leaflets

Why do you want to take Coop training? for experience & money

What kind of a job would you like to train for in this program? Secretarial

I would prefer to work with (check one): ✓ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose?

Nu-Way Insurance Company

What do you plan to do after graduation? don't know

What are your future education plans? don't know

What would you like to be doing five years from now? don't know

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Mary Lou Dickson
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Mary Lou Dickson Date 3/25/71

SUBJECTS	GRADES 9		10		11		12	
English	B	B	C	C	C			
General Math/Algebra	C	C						
General Science/Biology	C	B						
World History/U.S. History	C	C			C			
Basic Business			C	C				
Typing	B	A	B	B				
Shorthand					C			
Bookkeeping			B	B	B			
P.E.	D	D	D	D	D			
Tardiness	2	2	2	1	1			
Absences	0	1	2	1	0			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

70 VERBAL REASONING
80 NUMERICAL ABILITY
45 ABSTRACT REASONING
60 SPACE RELATIONS
40 MECHANICAL REASONING
40 CLERICAL SPEED & ACCURACY
30 LANGUAGE USE-SPELLING
32 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: Aver. +

HEALTH RECORD: Weight Problem

GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72

Now that you have a "paper picture" of Mary Lou and have some tentative evidence about whether your cooperative program is right for her, you need to interview Mary Lou to allow her to clarify and expand upon the written information on the two forms. Since there is no real Mary Lou, you will not actually be conducting an interview. Instead, listen to the taped interview between Mary Lou and a teacher-coordinator on the tape by Uthe, "Mary Lou at Recruitment Time." As you listen to this tape, use the Analysis of Recruitment Interview form, p. 33, and the Interview Rating Sheet, p. 34, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____ Date _____

APPEARANCE:

POISE:

ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

which is: ☐ realistic
☐ may not be appropriate
☐ inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____
Summary: _____

_____

Coordinator's Signature

UTHE/72

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview, and then used the interview to expand on the information already available or to fill in gaps in that information. Did the teacher-coordinator interviewing Mary Lou do this? What evidence do you have to support your view?

2. Did the teacher-coordinator make an effort throughout the interview to make Mary Lou feel at ease? . . . to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?

3. Did the teacher-coordinator listen well? What evidence do you have to support your view?

4. Did the teacher follow up on Mary Lou's statements by probing gently for more information? What evidence do you have to support your view?

5. Overall, how well did the teacher-coordinator express himself (good English? . . . clear statements? . . . ability to keep the interview moving?) What evidence do you have to support your view?

You now know quite a bit about Mary Lou, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 35–37. Summarize the information presented in these recommendations in the space below criterion #5 on the Criteria for Screening Students for the Cooperative Office Occupations Program form, p. 27.

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject English

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Apparently reads a lot, but does let assignments slide once in a while.

What do you feel are the student's weak points?

Not working up to her potential.

Other Comments—

Needs to lose weight.

Date 4/2/71 Signature B. Prescott

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject Shorthand

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) Shorthand

(Indicate Level) (b) 80 wpm.

Special Talents

What do you feel are the student's strong points?

Good attendance--average student

What do you feel are the student's weak points?

Slovenly in her habits, doesn't get along too well with others, quiet, withdrawn

Other Comments—

Date 3/30/71 Signature J. Smith

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP		X			
INDUSTRIOUSNESS				X	
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does assignments on time
Works well by herself

What do you feel are the student's weak points?

Lacks confidence in dealing with others

Other Comments—

Overweight seems to be a problem

Date 3/28/71 Signature A. Johnson

UTHE/72

You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Office Occupations Program form, pp. 27–28, and on the Analysis of Recruitment Interview form, p. 33. Based on this summarized information and on the impressions you now have about Mary Lou, make a **tentative** decision as to whether to enroll her in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

MARY LOU DICKSON DECISION SHEET

I. Tentative Decision: _____ I would enroll Mary Lou.

_____ I would enroll Mary Lou under the following conditions:

a. _____

b. _____

c. _____

_____ I would not enroll Mary Lou; instead, I would advise her to

_____

_____

_____

II. Additional Information Needed (indicate sources for information):

Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Office Occupations Program form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Mary Lou Dickson Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Criteria for Screening Students for the Cooperative Office Occupations Program:

1. Mary Lou will be a senior next year.
2. Mary Lou is 16 years old at present.
3. Mary Lou indicated on her application that she would like to **train** for a secretarial job, and she has been taking secretarial courses since ninth grade; however, her answers concerning future plans (e.g., "don't know") do not seem to indicate a desire to be a career secretary.
4. Mary Lou has had two years of typing with grades of three B's and one A.
5. Teachers indicate problems with her **appearance** (e.g., poise and grooming are rated only "fair," and two teachers mention weight as a problem), her **attitude** (e.g., sometimes lets her assignments slide in one class, is not working up to her potential in one class, is slovenly in her habits according to one teacher), and her ability **to get along with others** (e.g. this area was rated as only "fair" by all three teachers, and specific comments were made indicating she was quiet, withdrawn, and that she works well by herself and lacks confidence).

   In terms of confidence and self-concept, Mary Lou indicated in her interview that her shorthand speed was **60** wpm, yet her teacher indicates that it is actually **80** wpm. However, except for her English teacher's comments that she sometimes let assignments slide and is not working up to her potential, none of the three teachers indicate that she has problems with the **actual course work**.

   Concerning "reliability," "industriousness," and "knowledge of subject matter," she was rated "good" or "average" by all three teachers. According to these teachers, her problems seem to be non-subject-matter-related; her skills are good, but her appearance and ability to get along with others are weak.
6. Mary Lou is not often absent: one day in ninth grade, three days in tenth grade, and no days so far in eleventh grade.
7. Mary Lou has an "Average+" intelligence level.
8. Her low absence and tardiness record might indicate a decent attitude toward school. In addition, her high school grades are all average and above (except for physical education): one A, nine B's, and twelve C's.
9. Mary Lou has a weight problem: 5'4" tall; weighs 185 pounds.
10. Mary Lou earned a C in her first semester of shorthand.

II. Analysis of Recruitment Interview:

Appearance: The fact that the coordinator got hung up on her "weight problem" as a factor that would make it hard to place her on the job probably indicates that her appearance wasn't pleasing. (Comments on the teacher recommendation forms bear this out.)

Poise: Mary Lou seems somewhat poised. She isn't nervous and she answers all questions politely and calmly.

Attitude: Mary Lou appears to be quite **cooperative;** however, she is rather passive. She responds to questions, but only as required.

Personality: Mary Lou seems to lack self-confidence. She's somewhat shy and quiet in some of her responses, and she tends to minimize her skills and abilities.

Verbal Expression: She used some slang and most of her answers were extremely brief, but overall she spoke clearly and used fairly good grammar.

Initiative: Mary Lou seems fairly apathetic about many things. She did not indicate any **drive** to become a secretary, nor did she put much effort into "selling" herself during the interview.

General Comments: Mary Lou doesn't really seem to have a clearcut or strong career goal (e.g., "**any kind** of office would be okay," "I thought about being a secretary to somebody in a **big** company," "I think a **small** office would be nice"). Contradictory information such as this suggests she hadn't given the whole idea too much thought. Her casual

remark that "and maybe I could **even** get married" seems more to the point. It would seem that she thinks that in an office as a secretary she could find a husband; finding a husband might be the real "career goal."

Her general attitude toward almost everything discussed is highly lethargic, apathetic, and nonchalant (e.g., she'd like to lose weight, but says she can't seem to make any progress in that area; she says **if** she practiced more and concentrated harder, she could improve her typing and shorthand, but she doesn't seem concerned enough to act on that knowledge; she says she has no outside interests at school or at home; she knows shorthand, but says she doesn't **use** it to take notes in her other classes; she spends most of her spare time reading magazines or watching T.V., etc.). Mary Lou doesn't seem to have a very positive self-concept; this could be due to her weight problem, aggravated by the fact that her father yells at her a lot.

Stated Career Objectives: "Secretary in a small office." This is a "realistic" goal in terms of her course work, her grades, and her skills.

III. Interview Rating Sheet:

1. The teacher-coordinator asked a number of questions that he **already** had answers to: "What are you taking this year?" "Have you had any experience in office work?" "Have you had typing?" He did, however, get **some** additional information on these areas. He also tried to fill in the gap Mary Lou left under "Activities," and to get more information on her responsibility at the bakery.
2. The teacher-coordinator started off the interview on a comfortable, receptive note, but during the interview he made a number of thoughtless remarks which probably made Mary Lou very uncomfortable. Right after she said she might even get **married**, he bluntly asked, with no forewarning, "Have you ever had any luck losing weight?" He also points out pessimistically to this relative stranger that he may have trouble placing her since (it is implied) she is so unpleasant to look at.

   Second, in asking her about her activities, his phrasing of the question (i.e., "Did you **overlook** that section, or don't **you participate** in any of the activities?") suggests that he can't **believe** that someone has **no** activities and, therefore, Mary Lou **must** have overlooked the section.

   Finally, his closing remarks almost seem to indicate that Mary Lou is being dismissed permanently. He never says that he enjoyed talking with her or that there are further steps they both need to take to determine if the cooperative program would meet her needs. He sticks to remarks about how nice it is that **she** had a chance to find out about cooperative education. His last statement (i.e., "we do make a point of calling in the students who fill out the applications") reduces the interview to a routine function and diminishes Mary Lou from an individual to a routine task to be completed.
3. The teacher-coordinator's response to Mary Lou's statement that she had heard about the cooperative program through a bulletin board display was to tell her that finding her a paid job was only part of the program. His comment doesn't seem to relate to hers. Based on her comment that "**It** looked pretty good," can he be sure that she was referring to **just** the paid-work aspect of the program? A more concrete example of the fact that he didn't listen very well occurs when Mary Lou says, "once in a while I get to **wait on customers**, but most of the time I put stuff out in display cases . . . ," following which the teacher-coordinator asks, "Did you **wait on customers?**" In addition, he asks her **twice** what kind of office she'd like to work in.
4. The teacher-coordinator could have improved the interview markedly by paying more attention to Mary Lou's remarks and getting her to develop these remarks more fully. He gets her to tell him what she's taking this year and, once she responds, he jumps onto a completely different question. He conducts the entire interview this way.

   When she listed her courses, he could have probed to find out (1) why she chose those courses, (2) how well she likes them, (3) how well she perceives she is doing, (4) what, if any, other courses she would rather have taken and why, etc. When she mentioned the bulletin board display on cooperative education, he could have probed to find out exactly **what** attracted her attention and precisely **what** looked "pretty good." When she indicated that she **thought** she **might** like to get involved with cooperative education, he could have probed to find out **why**.

   His questions about **what kind** of office she'd like to work in were so vague that it is not surprising that she gave vague replies. What does "what kind" mean? She said on her application that she would choose the Nu-Way Insurance Company. He could have asked questions to find out **why** that was her choice. He could have spent more time getting her to expand on her responsibilities at the bakery (e.g., what is it that her dad feels she is doing wrong, and is he right?). Instead of simply asking if she **could** do neat, clean work and settling for the answer, "Ya, if I concentrate," he might also have asked if she enjoyed doing that kind of meticulous detail work.

Properly handled, the interview could have helped Mary Lou think through and define her career needs and interests, and provided the coordinator with the additional information he needed. Mary Lou left no more certain of her goals than before.

5. The teacher-coordinator's English, for the most part, was perfectly passable conversational English. But, as mentioned above, the phrasing of some of his questions was vague. He did keep the interview flowing smoothly; unfortunately, it flowed smoothly and rapidly past without accomplishing much.

IV. Decision Sheet:

1. Mary Lou **should be** tentatively enrolled in the program. Her weight and self-concept are **not** conditions affecting her acceptability. They may affect her employability, of course, but the cooperative program is designed to help students improve their employment skills.

2. **Guidance personnel** could be contacted (1) to provide further information about Mary Lou that they might have; (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Mary Lou; and (3) to help interpret test results.

   Mary Lou's parents could be contacted to discuss (1) their expectations for her; (2) their support of her stated goals; (3) any problems; and (4) their perceptions of her work as an employee in their bakery.

   The three teachers who wrote the brief recommendations could be contacted to expand on their written statements or to provide further information relative to comments made by Mary Lou during the interview.

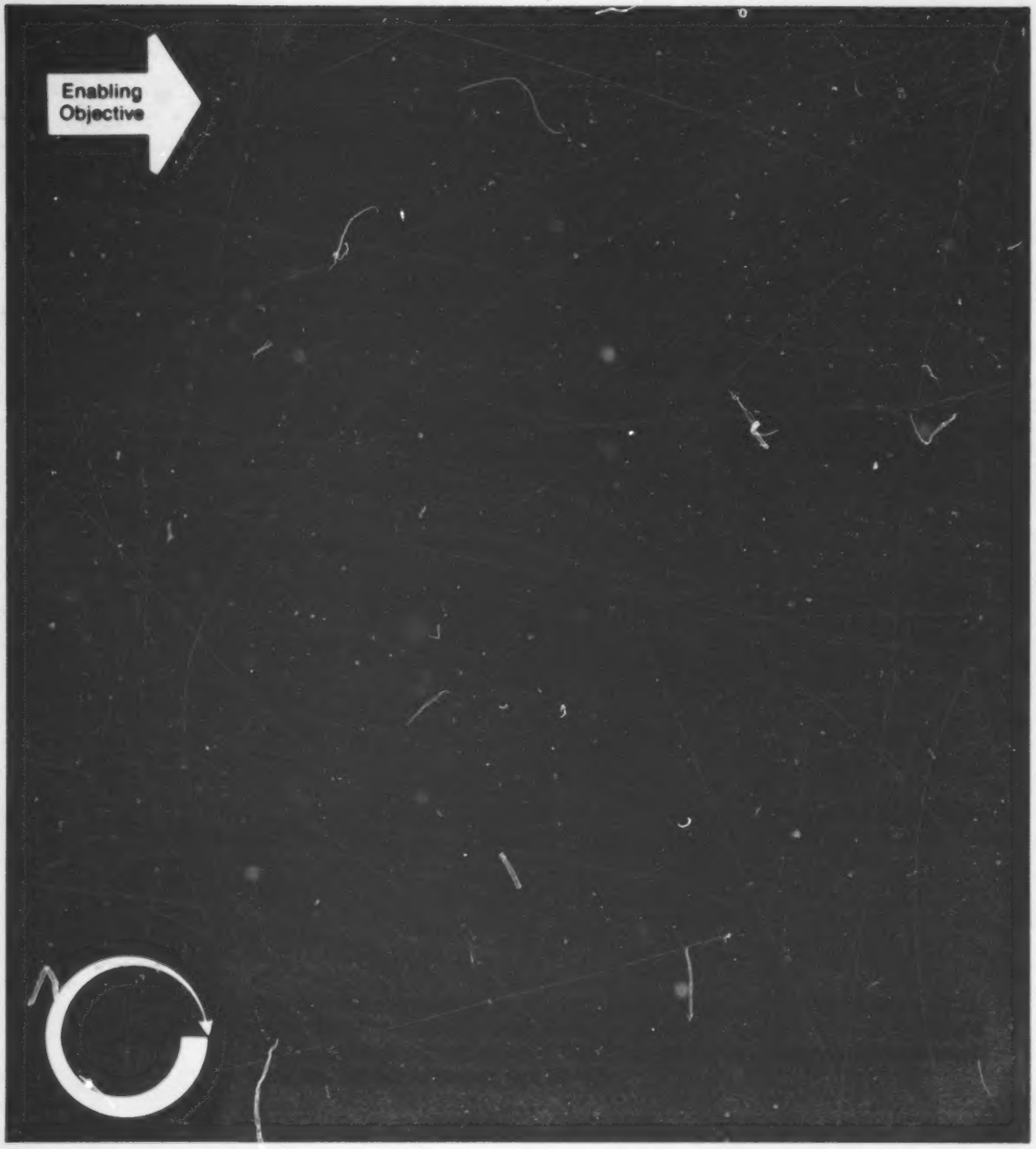
   Mary Lou should be contacted further (1) to discuss test results; (2) to provide her with resources in her occupational area of interest to review; and (3) to discuss her career goals with her further.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material on Mary Lou, pp. 27–38, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



NOTES

Assume you are the teacher-coordinator of a cooperative office occupations program. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Betty Scott, a prospective student for the cooperative office occupations program, review the two completed forms: (1) Betty's Application for Cooperative Program, pp. 47–48, and (2) Betty's Cumulative School Record, p. 49. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which indicates that Betty either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE COOPERATIVE OFFICE OCCUPATIONS PROGRAM

1. senior

2. at least 16 years of age

3. a career interest and/or objective in the office occupations area

4. at least one semester of typewriting (preferably a full year) with a minimum level of skill (grade of C and/or 35 wpm speed)

5. good recommendations from three teachers about maturity and/or skills

6. good attendance record

7. ability to benefit from the program (intelligence level)

8. good attitude toward school, learning, and work

9. acceptable appearance and grooming

10. at least a C in first-year shorthand if interested in a secretarial career

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

APPLICATION FOR COOPERATIVE PROGRAM

PERSONAL DATA

Name Betty Scott Date 3-15-71 Grade 11

Address 1786 Oakland Telephone 356-4892

Age 16 Height 5'10" Weight 140 Birthday 2/27/55 Social Security No. 499/78/6945

Health good Physical Handicap? --

Hobbies sewing, cat

Activities—Athletics --

School choir

Church choir

Community --

FAMILY BACKGROUND

Father:
Name John Street 1786 Oakland

Occupation tool & die City ZIP

Mother:
Name Elizabeth Street -same-

Occupation secretary City ZIP

Do you live with your parents ✓, Father ___, Mother ___, Guardian ___, Other ___

Number of brothers 2 Ages 10, 14 Number of sisters 5 Ages 20, 18, 8, 6, 4

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
babysitting	neighbors	since 13

Are you available for summer employment? yes

Could you drive to work? no Other transportation? none

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	Shorthand I	Smith	104
2	English	Prescott	206
3	Typing	Harrison	102
4	Lunch		
5	Bookkeeping	Johnson	110
6	History	Lemke	304
7	Study hall	Wright	202

What courses do you plan to take next year? Shorthand, Am. Govt.

Business English, Office Practice

List three teachers you would ask to recommend you for this program.

Miss Smith

Mr. Johnson

Mrs. Harrison

CAREER INTEREST

How did you learn of Coop training? a friend

Why do you want to take Coop training? to earn money

What kind of a job would you like to train for in this program? secretary

I would prefer to work with (check one): ___ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose? Apex Insurance Company

What do you plan to do after graduation? work as a secretary

What are your future education plans? none

What would you like to be doing five years from now? secretary—maybe married

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Betty Scott
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Betty Scott Date 3-20-71

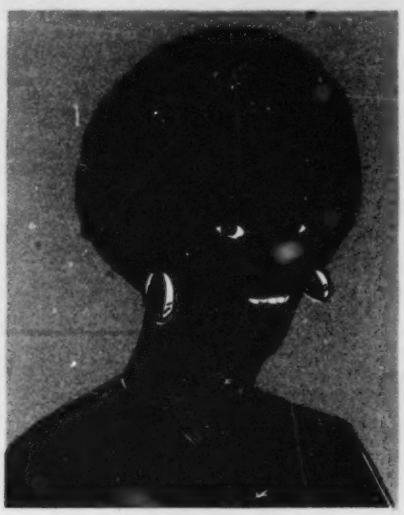
SUBJECTS	GRADES							
	9		10		11		12	
English	D	D	C	D	C			
General Math/Algebra	D	C						
General Science/Biology	C	C						
World History/U.S. History			D	C	C			
Basic Business	C	C						
Typing			C	B				
Shorthand					D			
Bookkeeping					D			
P.E.	A	B	B	B	C			
Social Science	D	D						
Tardiness	0	0	0	0	0			
Absences	2	4	2	12	3			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

18 VERBAL REASONING
27 NUMERICAL ABILITY
5 ABSTRACT REASONING
20 SPACE RELATIONS
50 MECHANICAL REASONING
35 CLERICAL SPEED & ACCURACY
10 LANGUAGE USE-SPELLING
12 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: Aver.

HEALTH RECORD:



GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72

Now that you have a "paper picture" of Betty and have some tentative evidence of whether or not your cooperative program is right for her, you need to interview Betty to allow her to clarify and expand upon the written information on the two forms. Since there is no real Betty, you will not actually be conducting an interview. Instead, listen to the taped interview between Betty and a teacher-coordinator on the tape by Uthe, "Betty at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 51, and Interview Rating Sheet, p. 52, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____ Date _____

APPEARANCE:

POISE:

ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

which is: ☐ realistic
☐ may not be appropriate
☐ inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____
Summary: _____

_____

_____

_____

Coordinator's Signature

UTHE/72

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview, and then used the interview to expand on the information he already had or to fill in gaps in that information. Did the teacher-coordinator interviewing Betty do this? What evidence do you have to support your view?

2. Did the teacher-coordinator make an effort throughout the interview to make Betty feel at ease? . . . to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?

3. Did the teacher-coordinator listen well? What evidence do you have to support your view?

4. Did the teacher follow up on Betty's statements by probing gently for more information? What evidence do you have to support your view?

5. Overall, how well did the teacher-coordinator express himself (good English? . . . clear statements? . . . ability to keep the interview moving?) What evidence do you have to support your view?

You now know quite a bit about Betty, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 53–55. Summarize the information presented in these recommendations in the space below criterion #5 on the Criteria for Screening Students for the Cooperative Office Occupations Program form, p. 45.

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Shorthand I

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			✓		
LEADERSHIP		✓			
INDUSTRIOUSNESS			✓		
POISE		✓			
GROOMING		✓			
KNOWLEDGE OF SUBJECT MATTER	✓				
GETTING ALONG WITH OTHERS			✓		

Any Special Job Skills? (a) don't know

(Indicate Level) (b) Very poor - probably will not pass this year.

Special Talents Poor reader and speller.

What do you feel are the student's strong points?

She tries. Agreeable personality.

What do you feel are the student's weak points?

Lack of poise. Somewhat uncoordinated and can't take the pressure of speed building.

Other Comments—

She would probably like a routine job.
She wants to be grown-up.

Date 4-17-71 Signature J. Smith

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS				X	

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Tries but lacks some of the basic math concepts and skills. Has difficulty handling debits and credits.

What do you feel are the student's weak points?

Misses assignments. Immature. Slow student.

Other Comments—

Job would have to be something she liked or she would not be able to succeed.

Date 4-20-71 Signature H. Johnson

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Typing

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					X
LEADERSHIP					X
INDUSTRIOUSNESS					X
POISE				X	
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS					X

Any Special Job Skills? (a) Typing

(Indicate Level) (b) 40-45 wpm

Special Talents

What do you feel are the student's strong points?

Willing to work; pleasant to everyone

What do you feel are the students's weak points?

Fidgety - likes to talk

Other Comments—

Yes, has lots of energy and pep.
Good attitude

Date 4-15-71 Signature A. Harrison

UTHE/72

You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Office Occupations Program form, pp. 45–46, and on the Analysis of Recruitment Interview form p. 51. Based on this summarized information and on the impressions you now have about Betty, make a **tentative** decision as to whether to enroll her in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

BETTY SCOTT DECISION SHEET

I. Tentative Decision: _____ I would enroll Betty.

_____ I would enroll Betty under the following conditions:

a. _____

b. _____

c. _____

_____ I would not enroll Betty; instead, I would advise her to _____

_____

_____

II. Additional Information Needed (indicate sources for information):

Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Office Occupations Program form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Betty Scott Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Criteria for Screening Students for the Cooperative Office Occupations Program:

1. Betty will be a senior next year.
2. Betty is 16 years old at present.
3. Betty indicated on her application that she would like to train for a secretarial job and that she expects to be a secretary five years from now (maybe married). She has taken business and secretarial courses since ninth grade.
4. Betty took typing for full year and achieved grades of one B and one C.
5. In terms of skill, Betty rates high in typing, low in bookkeeping, and very low in shorthand according to these three teachers. In typing, a subject in which she has some skill, her ratings are primarily "excellent" and "good." The typing teacher says she's willing to work, is energetic, and has a good attitude. In shorthand and bookkeeping, subjects in which she lacks skills, her ratings are primarily "fair" (7) and "average" (4).

   These teachers indicate she **needs help** in "knowledge of subject matter" and "leadership," and comment that she is a poor reader, speller, and mathematician; that she lacks poise, is uncoordinated, can't take the pressure of speed building, misses assignments, is immature, and is a slow student. Both teachers indicate, however, that she tries. In terms of getting along with others, she received an "average," a "good," and an "excellent," and two teachers comment that she's "pleasant to everyone," and has an "agreeable personality."

   Based on the information in these recommendations, Betty's strong points seem to be in typing and in her ability to get along pleasantly with most people; her problems seem to be primarily in skills other than typing.
6. Betty may have a problem with absence. She was absent six times in the ninth grade, fourteen times in the tenth grade, and has been absent three times so far in the eleventh grade.
7. Betty has an "Average" intelligence level.
8. Her absence record and her grades (nine D's, eleven C's, four B's, and one A—three of the B's and the one A in physical education) could indicate an unsatisfactory attitude toward school. She seems to want to work, but indicates that her objective is "to earn money" rather than to gain experience or upgrade her skills.
9. There isn't too much information given that could serve as a basis on which to judge her appearance or grooming. She is 5'10" and weighs 140, so she is probably a slender girl. Her interest in sewing should indicate that she is interested in having a good appearance.
10. Her first semester grade in shorthand was a D.

II. Analysis of Recruitment Interview:

Appearance: There's really no evidence to indicate what her appearance is, but since he mentioned all her other weaknesses (attendance, lack of transportation, low grades in shorthand and bookkeeping) and didn't mention any appearance problems, perhaps one can assume that her appearance is **not unfavorable**.

Poise: Betty does not seem nervous, nor does she seem calm and self-possessed. Perhaps "**nonchalant**" best describes her bearing.

Attitude: Betty seems to want to be **cooperative** and she certainly seems **eager** to get the job, any job. Her attitude toward the low grades and other problems seems quite **casual.** She admits that the problems exist, but seems to think that if she waits, they'll go away.

Personality: She seems outgoing and straightforward.

Verbal Expression: Betty's language is full of slang and her English is rather sloppy (e.g., "Ya," "Kinda," "you know," "naw," "gettin'," etc.).

Initiative: She has a real drive to get a **job**, but in terms of her grades in bookkeeping and shorthand or a career as a secretary, she doesn't seem to exhibit much concern. She says she tries and her teachers indicated that she tries, but she doesn't seem terribly troubled about her lack of success.

She doesn't seem to see the relationship between school and getting a job.

General Comments: Betty seems to really want to get a job, but she does not really have a career objective to be a secretary. She'll take anything, "just so it's a job," and just so she can earn money. Based on the interview, it would appear that Betty does not have a very realistic view of what being in cooperative education involves or what holding a job means.

She seems to think a "job" is some magic, easy device for getting out of school and earning a lot of money. She says things are going all right in school, and yet she's gotten D's in shorthand and bookkeeping, and may not pass shorthand. In terms of office skills, she says she **can** type and take shorthand, but says that she's **not too good** in them. However, according to her teachers, she **is** a good typist and she **can't** take shorthand well enough to pass.

Her attitude does seem to verify the one teacher's comment that Betty will work if she likes something (and has the skill to do it). Betty seems truly eager to do anything she can to get a job, and although she says any job will do, she keeps coming back to office work as her "calling" in life (e.g., "I think I'll end up working in an office anyway.") We do now know that her excessive absence in the tenth grade was due to mumps, so there doesn't seem to be an absenteeism problem after all.

Stated Career Objective: "A job, any kind, anywhere; perhaps a secretary in an office." This is realistic if the job involves no shorthand or bookkeeping. Based on the information obtained thus far, her typing skill and pleasant personality should justify her for some sort of office job.

III. Interview Rating Sheet:

1. The teacher-coordinator did seem to have reviewed the application and cumulative record; most of his questions were geared to get **additional** information beyond that which was provided on those two forms (e.g., getting her to clarify the 12 absences, etc.). However, he did ask how she was doing **gradewise** in bookkeeping and shorthand, to which she replied that she'd gotten D's on the last report card. He already knew that. He also knew that she had no office experience as none was listed on her application.

   One point on the application he could have followed up on is the fact that her mother is employed as a secretary. He could have asked Betty how much she knows about what her mother does, or what kind of duties and responsibilities her mother has in her position.

2. The teacher-coordinator started off the interview on a comfortable, receptive note, and ended the interview on a positive, hopeful note. In between, he gave her a number of opportunities to show herself in a positive light, had she chosen to. He asked a lot of "chatty" questions about her own feelings and interests that were geared to allow her to relax and talk in an area in which she was comfortable.

   However, he did back her into a corner a couple of times. For example, his third question concerned her grades in bookkeeping and shorthand—a question to which he had the answer. To get her to admit out loud that she has two D's at the very beginning of the interview, and to respond to this admission by saying "so you're not doing too well . . . ," starts the interview off with Betty at a definite disadvantage.

3. He listened fairly well. Most of his questions came directly from whatever Betty was saying at the time.

4. He also followed up well on Betty's remarks. If she said she "kinda" liked shorthand, he probed to get her to define what she meant by "kinda liked." In each area that he covered (course work and grades, attendance, career interests, etc.), he asked a number of good, diverse questions to get a range of information from, and on, Betty.

   One weak point occurred when he asked two questions at once ("Do you know what the duties and responsibilities of a secretary are? Have you had any experience as a secretary?"). Betty answered only the second question, and we never do find out if she is aware of what the duties and responsibilities of a secretary are. Since her views on other aspects of school, work, and cooperative education seem **unrealistic,** it would have been helpful to know her answer to that first question.

5. The teacher-coordinator spoke fairly well and quite clearly. Most of his questions were specific enough to get good responses. He explained a few aspects of the program and what is required of students in a job situation, and his explanations were clear and well developed. However, he had a tendency to monopolize the interview at several points toward the end.

IV. Decision Sheet:

1. Betty **should be** enrolled in the program. She will need to develop a more concrete career objective and to work harder in her occupational courses, but this can be part of her cooperative training.

2. **Guidance personnel** could be contacted (1) to provide further information about Betty that they might have; (2) to suggest and possibly

administer occupational aptitude tests or interest inventories to Betty; and (3) to help interpret test results.

Betty's parents could be contacted to discuss (1) their expectations for her; (2) their support of her stated goals; and (3) any problems. Since Betty's mother is employed as a secretary, she might have some insights into how well or how happily Betty could fit into a secretarial job.

The **three teachers** who wrote the brief recommendations could be contacted to expand on their written statements or to provide further information relative to comments made by Betty during the interview.

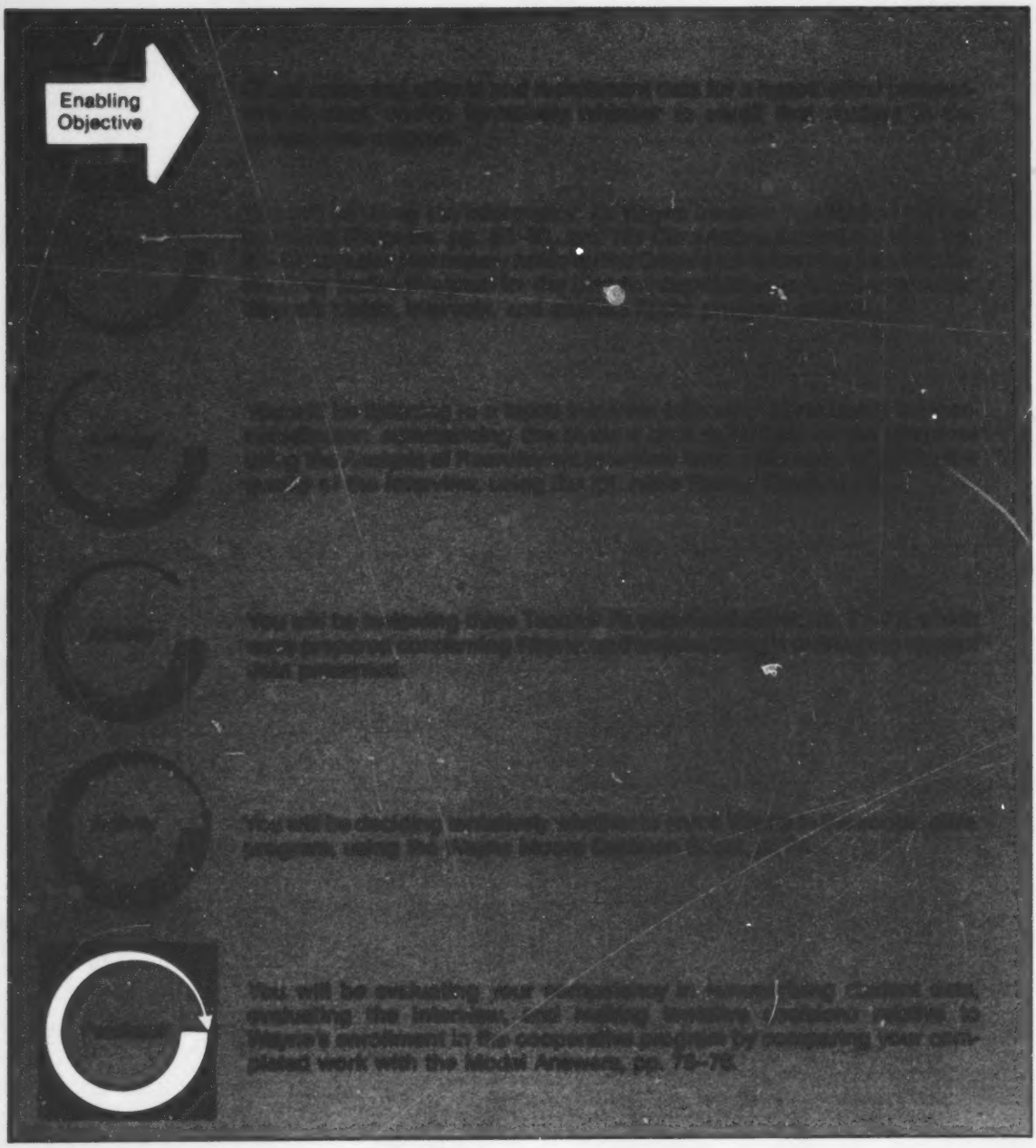
Betty should be contacted further (1) to discuss test results; (2) to provide her with resources in her occupational area of interest to review; (3) to discuss her career goals with her further; and (4) to discuss further with her the importance of her in-school work to success in the cooperative program.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material on Betty, pp. 45–56, or check with your resource person if necessary.

NOTES

Learning Experience IV

OVERVIEW



NOTES

Assume you are the teacher-coordinator of a cooperative program for the disadvantaged. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Wayne Moore, a prospective student for the cooperative program for the disadvantaged, review the two completed forms: (1) Wayne's Application for Cooperative Program, pp. 65–66, and (2) Wayne's Cumulative School Record, pp. 67–68. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which indicates that Wayne either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE COOPERATIVE PROGRAM FOR THE DISADVANTAGED

1. sophomore, junior, or senior

2. two or more grade levels below the peers in his/her group

3. considered to be school alienated

4. of dull normal intelligence or above

5. socioeconomically deprived; needs to be employed to help supplement family's income; potential dropout

6. academically, socially, or culturally handicapped

7. not already satisfactorily employed

NOTES

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/15/72 Grade 11th

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5' 8" Weight 140 Birthday 3/9/55 Social Security No. / /

Health Good Physical Handicap? None

Hobbies Movies

Activities—Athletics –

School –

Church Cathlic

Community —

FAMILY BACKGROUND

Father:
Name – Street –

Occupation – City ZIP

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City ZIP

Do you live with your parents ___, Father ___, Mother x, Guardian ___, Other wive

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Passed out leflet	Don't know	Oktober

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P. E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. Krause

Mr. Schrader

Mr. Gibson

CAREER INTEREST

How did you learn of Coop training? Conslor tole me

Why do you want to take Coop training? to earn money

What kind of a job would you like to train for in this program? Drive-in oner

I would prefer to work with (check one): ___ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose? ___

View & Chew Drive-in

What do you plan to do after graduation? On a drive-in.

What are your future education plans? None

What would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Wayne Moore Date 2/16/72

SUBJECTS	GRADES							
	9		10		11		12	
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10 VERBAL REASONING
14 NUMERICAL ABILITY
9 ABSTRACT REASONING
46 SPACE RELATIONS
37 MECHANICAL REASONING
23 CLERICAL SPEED & ACCURACY
16 LANGUAGE USE-SPELLING
17 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: 87

HEALTH RECORD: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom 2-22-71
Was suspended for using profanity in a classroom 4-12-71
Attendance has been a problem—
Was married 2-1-72 as girlfriend was pregnant

W. Hobson
Coordinator's Signature

UTHE/72

1. Language Spoken in Household
English ☒ Other ☐
Spanish ☐

2. Youth Lives With
Both Parents ☐ Father only ☐ Other ☒ (specify) Wife
Guardian ☐ Mother only ☒

3. Marital Status of Youth
Single ☐ Separated or Divorced ☐
Married ☒ Widowed ☐

4. Number of Persons
A. Living in Household 6
B. In Family 2

5. Number of Youth's Own Children in Household 0

6. Head of Household is
Father ☐ Mother ☒ Male Guardian ☐
Female Guardian ☐ Student ☐
Other ☐ (specify) _____

7. During Last Week, Head of Household
Worked 35 Hours or More ☒
Worked Less Than 35 Hours ☐
Was not Working ☐

8. Other Household Members Employed 35 Hours or More Per Week
Father ☐ Brothers/Sisters ☐
Mother ☐ Other ☐

9. Usual Occupation of
Father _____
Mother Cleaning Lady sometimes

10. Estimated Annual Family Income
Below $1000 ☐ From 3000 to 4000 ☒
From 1000 to 2000 ☐ From 4000 to 5000 ☐
From 2000 to 3000 ☐ Above $5000 ☐

11. Youth Contributes to Support of Family
Yes ☐ No ☒

12. Youth Resides in Public Housing
Yes ☒ No ☐

13. Family Receives Welfare Assistance
Yes ☒ No ☐

14. Have You Held a Job for Which You Have Received Wages
Yes ☒ If "no" skip
No ☐ to No. 21

15. Are You Currently Working
Yes ☐
No ☒

16. Hours Worked Per Week on Current or Last Job
[ ][4]

17. Earnings Per Hour On Current or Last Job
[1][2][5]

18. Ever Held a Job of 30 Days or More
Yes ☐ No ☒ If "no" skip to No. 21

19. No. of Weeks Since Last Job Held 30 Days or More
[ ][ ][ ]

20. Job Title(s) of Jobs Lasting 30 Days or More
_____
_____

21. Highest School Grade Completed
[1][0]

22. Ever Left High School Before Graduating
Yes ☒ No ☐

23. Reasons for Leaving School
Academic ☐ Discipline ☒ Graduation ☐
Economic ☐ Health ☐ Other ☐

24. No. of Months Since Leaving School
[1][2]

25. Youth Prefers to Work
With Hands ☒
With Machines ☐
With People ☐

26. Youth Prefers to Work in (mark two): Theater

Restaurant ☐	Sales ☐	Nursery/Garden Store ☐	Construction Firm ☐
Office ☐	Gas Station ☐	Grocery Store ☐	Maintenance Work ☐
Garage ☐	Bakery ☐	Nursing Home/Hospital ☐	Discount Store ☐

UTHE/72

Now that you have a "paper picture" of Wayne and have some tentative evidence of whether or not your cooperative program is right for him, you need to interview Wayne to allow him to clarify and expand upon the written information on the two forms. Since there is no real Wayne, you will not actually be conducting an interview. Instead, listen to the taped interview between Wayne and a teacher-coordinator on the tape by Uthe, "Wayne at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 69, and the Interview Rating Sheet, p. 70, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____ Date _____

APPEARANCE:

POISE:

ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

GENERAL COMMENTS:

Stated Career Objective

which is: ☐ realistic
☐ may not be appropriate
☐ inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

_____

_____

_____

Coordinator's Signature

UTHE/72

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview, and then used the interview to expand on the information he already had or to fill in gaps in that information. *Did the teacher-coordinator interviewing Wayne do this?* What evidence do you have to support your view?

2. Did the teacher-coordinator make an effort throughout the interview to make Wayne feel at ease? . . . to make him feel that he was interested in Wayne as a person and as a prospective student? What evidence do you have to support your view?

3. Did the teacher-coordinator listen well? What evidence do you have to support your view?

4. Did the teacher follow up on Wayne's statements by probing gently for more information? What evidence do you have to support your view?

5. Overall, how well did the teacher-coordinator express himself (good English? . . . clear statements? . . . ability to keep the interview moving?) What evidence do you have to support your view?

You now know quite a bit about Wayne, primarily from his viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 71–73. Summarize the information presented in these recommendations on a separate sheet of paper.

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally. Usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span - constantly needs discipline and supervision. Immature.

Other Comments—

Has great plans for himself. . . At least he sets goals.

Date 2/20/72 Signature Leo Gibson

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(..icate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work—alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming - definite problem.

Date 2/20/72 Signature Bob Schrader

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood etc. and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure - seems not to have any friends

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/72 Signature Gene Krause

UTHE/72

You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Program for the Disadvantaged form, p. 63, on the Analysis of Recruitment Interview form, p. 69, and on a separate Teacher Recommendation summary sheet. Based on this summarized information and on the impressions you now have about Wayne, make a **tentative** decision as to whether to enroll him in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

WAYNE MOORE DECISION SHEET

I. Tentative Decision: _____ I would enroll Wayne.

_____ I would enroll Wayne under the following conditions:

a. _____

b. _____

c. _____

_____ I would not enroll Wayne; instead, I would advise him to _____

_____

_____

_____

II. Additional Information Needed (indicate sources for information):

Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Program for the Disadvantaged, (2) Analysis of Recruitment form, (3) Interview Rating Sheet, (4) Teacher Recommendation summary sheet, and (5) Wayne Moore Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Criteria for Screening Students for the Cooperative Program for the Disadvantaged:

1. Wayne is presently a junior.
2. Wayne is **not** two or more grade levels below the peers in his age group. Sixteen is a usual age for a junior to be.
3. The fact that he has been suspended twice and has been absent excessively could indicate that he is school-alienated.
4. Wayne's intelligence level is 87, which falls in the range of low average and dull normal.
5. Wayne is evidently economically deprived. There is no father in the family, his mother is a cleaning lady, and she is supporting four children and Wayne's wife on her salary plus welfare.
6. Academically, Wayne had primarily D's (12) and F's (5), with one C in math, three C's and a B in physical education, and one C in industrial arts. His intelligence level also indicates that Wayne is academically handicapped.
7. Wayne is not employed at all. According to his application, he was employed only once, distributing leaflets for one month for an anonymous employer.

II. Analysis of Recruitment Interview:

Appearance: No evidence.

Poise: Wayne is not poised. He's too casual and flippant.

Attitude: His attitude is flippant, cocky (e.g., "I'm gonna own a drive-in," "Oh, I can do anything now"). His tone of voice is sullen and suspicious for the most part (e.g., his opening "Right"). His statements about school are all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He's open and a bit aggressive. He's not unfriendly, but he is slightly hostile, and his cockiness doesn't help to make a very positive impression.

Verbal Expression: Wayne speaks pretty sloppily. His use of the English language is sub-standard. This is not necessarily bad, but it is not appropriate for the interview situations, nor would it be adequate for certain jobs, especially those dealing directly with customers.

Initiative: There is some evidence that, although he has ambitious plans to own a drive-in theater, Wayne is fairly lazy. One of the reasons he took art and shop is because "they're easier." When he was hired to pass out leaflets, he worked only a month because "it was gettin' too cold for this walkin' door to door stuff." His initiative is mostly bravado, and he seems irresponsible.

General Comments: Wayne has a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but has no idea of how long it would really take, nor does he seem to think that any work is involved. All his questions indicate that he wants to get the best deal he can with the least effort on his part. His follow-through seems weak (e.g., made a birdhouse, but never hung it), and he has a tendency to shrug off any possible weakness in his attitudes and skills (e.g., the absences are no big deal; he had problems).

Career Goal: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

III. Interview Rating Sheet:

1. For the most part, the teacher-coordinator did use the information on the forms as a basis to get further information. However, he did ask, "Have you ever worked before?" This information was on the application. During the interview, the teacher-coordinator filled in a number of questions unanswered on the forms.
2. Considering Wayne's attitude, the teacher-coordinator was quite patient and supportive (except when Wayne mentioned adult movies). He seemed to be trying to get Wayne to see things more realistically without dampening his enthusiasm to be involved in theater work. However, at various points he got "preachy," and you could feel Wayne turning off and tuning out at those points.

3. The teacher-coordinator listened quite well as evidenced by his following up on statements that Wayne made that were not totally clear.
4. As mentioned above, the teacher-coordinator did follow up on vague statements. However, Wayne never responded to his questions, "If you can get a job—would you take it and stick with it?" and the teacher-coordinator never followed through on it.
5. The teacher-coordinator kept the interview moving fairly well, although he monopolized the interview a few times. His expression was clear and his English was acceptable.

IV. Teacher Recommendation Summary:

The teacher recommendation forms verify the fact that Wayne has great plans for himself about which he exaggerates and brags. His laziness is also confirmed: one teacher indicates he needs constant supervision and discipline; another teacher indicates that he can do well if he has a good deal of encouragement; and the other teacher indicates that he can do a nice job if he tries, but he rarely does. Two teachers state that he is insecure and consequently "voices opinions" or is "boisterous" to get attention. One teacher mentions that Wayne has an extremely short attention span.

Wayne got only two "average" ratings, both in "knowledge of subject matter" (physical education and industrial arts). All his other ratings were "fair" (10) and "needs help" (9). Grooming seems to be a problem; aside from low ratings there (two "fair" ratings and one "needs help" rating), the physical education teacher added that cleanliness and personal grooming are a definite problem with Wayne. Another noticeable problem seems to be his inability to get along with his peers, a fact mentioned strongly by two teachers (e.g., "seems not to have any friends," "has problems with anything involving teamwork—alienates others . . . "). He does seem to have some skill and interest in physical education and industrial arts, although his other problems (including absence) prevent his being very successful.

V. Decision Sheet:

1. Wayne should be enrolled in the cooperative program for the disadvantaged as he meets all the criteria except one. Wayne is socially, academically, and economically inadequate, and has all the markings of a student who will either drop out or manage to get permanently suspended. With a pregnant wife to support, he needs help badly in getting and keeping a job.
2. **Guidance personnel** could be contacted (1) to provide further information about Wayne that they might have; (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Wayne; and (3) to help interpret test results.

   Wayne's mother could be contacted to discuss (1) her expectations for Wayne; (2) her support of Wayne's stated goals; (3) any problems.

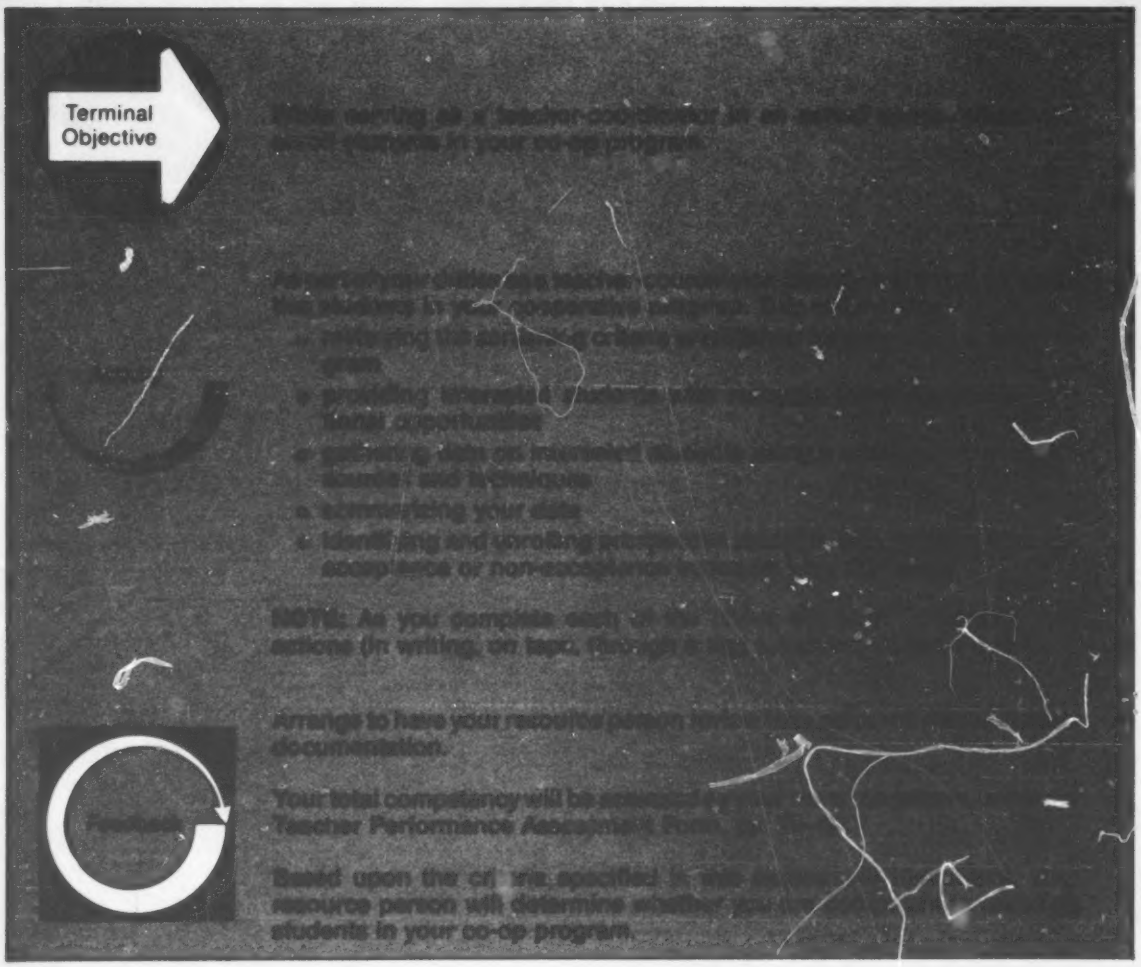
   The three teachers who wrote the brief recommendations could be contacted to expand on their written statements or to provide further information relative to comments made by Wayne during the interview.

   Wayne should be contacted further (1) to discuss test results; (2 to provide him with resources in his occupational area of interest to review; (3) to discuss his career goals with him further; and (4) to discuss with him further what is involved in being employed and the responsibilities he must be prepared to meet.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material on Wayne, pp. 63–74, or check with your resource person if necessary.

Learning Experience V

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Enroll Students in Your Co-Op Program (J–3)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. In providing interested students with resource materials or occupational opportunities, the teacher:						
a. maintained a file of current materials on occupational opportunities	☐	☐	☐	☐		
b. conducted orientation sessions on the use of these materials	☐	☐	☐	☐		
c. devised a system for making these materials easily accessible	☐	☐	☐	☐		
d. provided students with a list of additional resources	☐	☐	☐	☐		
2. In gathering student data, the teacher utilized the following sources and techniques:						
a. student's application form	☐	☐	☐	☐		
b. cumulative school record	☐	☐	☐	☐		
c. interviews with the student and his/her parents	☐	☐	☐	☐		
d. recommendations from other teachers	☐	☐	☐	☐		
e. recommendations from former employers	☐	☐	☐	☐		
f. standardized tests to determine aptitudes, occupational aptitudes, and interests	☐	☐	☐	☐		
g. assistance and recommendations from guidance staff	☐	☐	☐	☐		
h. a form such as the Action Checklist for keeping track of the completion of the data-gathering steps	☐	☐	☐	☐		
3. The teacher placed records of these data in the student's file	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
4. In identifying prospective students, the teacher:						
a. assembled and summarized all the data	☐	☐	☐	☐		
b. summarized in a way which was consistent with the actual data	☐	☐	☐	☐		
c. analyzed and interpreted the data on the basis of the established entry criteria	☐	☐	☐	☐		
d. consulted the guidance or other professional staff in interpreting the data	☐	☐	☐	☐		
e. made final decisions based on the entry criteria	☐	☐	☐	☐		
5. The teacher sent letters of acceptance or non-acceptance that:						
a. explained the reasons for non-acceptance or acceptance	☐	☐	☐	☐		
b. were tactful	☐	☐	☐	☐		
c. were well written	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A–1 Prepare for a Community Survey
- A–2 Conduct a Community Survey
- A–3 Report the Findings of a Community Survey
- A–4 Organize an Occupational Advisory Committee
- A–5 Maintain an Occupational Advisory Committee
- A–6 Develop Program Goals and Objectives
- A–7 Conduct an Occupational Analysis
- A–8 Develop a Course of Study
- A–9 Develop Long-Range Program Plans
- A–10 Conduct a Student Follow-Up Study
- A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B–1 Determine Needs and Interests of Students
- B–2 Develop Student Performance Objectives
- B–3 Develop a Unit of Instruction
- B–4 Develop a Lesson Plan
- B–5 Select Student Instructional Materials
- B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C–1 Direct Field Trips
- C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C–4 Direct Students in Instructing Other Students
- C–5 Employ Simulation Techniques
- C–6 Guide Student Study
- C–7 Direct Student Laboratory Experience
- C–8 Direct Students in Applying Problem-Solving Techniques
- C–9 Employ the Project Method
- C–10 Introduce a Lesson
- C–11 Summarize a Lesson
- C–12 Employ Oral Questioning Techniques
- C–13 Employ Reinforcement Techniques
- C–14 Provide Instruction for Slower and More Capable Learners
- C–15 Present an Illustrated Talk
- C–16 Demonstrate a Manipulative Skill
- C–17 Demonstrate a Concept or Principle
- C–18 Individualize Instruction
- C–19 Employ the Team Teaching Approach
- C–20 Use Subject Matter Experts to Present Information
- C–21 Prepare Bulletin Boards and Exhibits
- C–22 Present Information with Models, Real Objects, and Flannel Boards
- C–23 Present Information with Overhead and Opaque Materials
- C–24 Present Information with Filmstrips and Slides
- C–25 Present Information with Films
- C–26 Present Information with Audio Recordings
- C–27 Present Information with Televised and Videotaped Materials
- C–28 Employ Programmed Instruction
- C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D–1 Establish Student Performance Criteria
- D–2 Assess Student Performance: Knowledge
- D–3 Assess Student Performance: Attitudes
- D–4 Assess Student Performance: Skills
- D–5 Determine Student Grades
- D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E–1 Project Instructional Resource Needs
- E–2 Manage Your Budgeting and Reporting Responsibilities
- E–3 Arrange for Improvement of Your Vocational Facilities
- E–4 Maintain a Filing System
- E–5 Provide for Student Safety
- E–6 Provide for the First Aid Needs of Students
- E–7 Assist Students in Developing Self-Discipline
- E–8 Organize the Vocational Laboratory
- E–9 Manage the Vocational Laboratory

Category F: Guidance

- F–1 Gather Student Data Using Formal Data-Collection Techniques
- F–2 Gather Student Data Through Personal Contacts
- F–3 Use Conferences to Help Meet Student Needs
- F–4 Provide Information on Educational and Career Opportunities
- F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G–1 Develop a School-Community Relations Plan for Your Vocational Program
- G–2 Give Presentations to Promote Your Vocational Program
- G–3 Develop Brochures to Promote Your Vocational Program
- G–4 Prepare Displays to Promote Your Vocational Program
- G–5 Prepare News Releases and Articles Concerning Your Vocational Program
- G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G–7 Conduct an Open House
- G–8 Work with Members of the Community
- G–9 Work with State and Local Educators
- G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H–2 Establish a Student Vocational Organization
- H–3 Prepare Student Vocational Organization Members for Leadership Roles
- H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H–5 Supervise Activities of the Student Vocational Organization
- H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I–1 Keep Up-to-Date Professionally
- I–2 Serve Your Teaching Profession
- I–3 Develop an Active Personal Philosophy of Education
- I–4 Serve the School and Community
- I–5 Obtain a Suitable Teaching Position
- I–6 Provide Laboratory Experiences for Prospective Teachers
- I–7 Plan the Student Teaching Experience
- I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J–1 Establish Guidelines for Your Cooperative Vocational Program
- J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J–3 Enroll Students in Your Co-Op Program
- J–4 Secure Training Stations for Your Co-Op Program
- J–5 Place Co-Op Students on the Job
- J–6 Develop the Training Ability of On-the-Job Instructors
- J–7 Coordinate On-the-Job Instruction
- J–8 Evaluate Co-Op Students' On-the-Job Performance
- J–9 Prepare for Students' Related Instruction
- J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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